

## Phase III: Arizona's Part C of IDEA State Systemic Improvement Plan

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State Identified Measurable Result (SiMR): Arizona will increase the percent of children who exit early intervention, in identified regions, with greater than expected improvements in their social relationships (Summary Statement 1 of Outcome A).



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DEPARTMENT OF ECONOMIC SECURITY

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## Introduction

### SSIP

The U.S. Department of Education's Office of Special Education Programs<sup>1</sup> (OSEP) is implementing a revised accountability system under the Individuals with Disabilities Education Act (IDEA). Results-Driven Accountability (RDA) shifts OSEP's accountability efforts from a primary emphasis on compliance to a framework that focuses on improved results for children with disabilities, while continuing to ensure States meet IDEA requirements. RDA emphasizes improving child outcomes such as the percent of infants and toddlers, who show greater than expected growth in the ability to communicate their needs, develop social emotional relationships and/or use appropriate behaviors to meet their needs. To support this effort, in 2015 all States were required to develop and submit a State Systemic Improvement Plan (SSIP), as part of Indicator 11 of the FFY 2013 State Performance Plan/Annual Performance Report (SPP/APR) for Part C of IDEA.<sup>2</sup>

In developing, implementing, and evaluating the SSIP, OSEP expects that States focus on results that will drive innovation in the use of evidence-based practices (EBPs) in the delivery of services to children with disabilities which will lead to improved results. This document represents the first year of Phase III of Arizona's SSIP for Indicator 11, it details and describes Arizona's implementation and evaluation process, and is an analysis of implementation activities designed to achieve the identified State Identified Measurable Result (SiMR).

During Phases I and II, Lead Agency Staff (LA staff) identified the need for continued infrastructure improvement, scaling-up of EBPs, and developed a comprehensive evaluation plan to measure overall progress. SSIP Phase III is continuing to focus on improving outcomes for children and families served through the Arizona Early Intervention Program (AzEIP). LA staff identified the need to implement a more comprehensive approach to data to continually assess the statewide program and the results of interventions provided by early intervention service providers.

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<sup>1</sup>Appendix 01—Glossary of Terms

<sup>2</sup> Adapted from OSEP's State Systemic Improvement Plan Questions and Answers. <https://osep.grads360.org/#program/SSIP>

## Arizona SiMR

Arizona will increase the percent of children who exit early intervention, in identified regions, with greater than expected improvements in their social relationships (Summary Statement 1 of Outcome A).



The regions identified for the Arizona SiMR were selected due to the demonstrated High Needs of infants, toddlers and their families in the region which was based on available Arizona demographic data,<sup>3</sup> the ability of the Early Intervention Programs (EIPs) to implement both Team Based Early Intervention Services (TBEIS) and incorporate other EBPs, relative to social emotional development, and the

confluence of other early childhood programs implementing EBPs, to support social emotional development in those regions.

The regions identified for the Arizona SiMR include: Region 5- East Central Maricopa County, Region 9- East Pinal, Southern Gila and Southeast Maricopa Counties, Region 16- Yuma County, Region 17- Southern Apache County, Region 18- Southern Navajo County, and the Navajo Nation. These identified regions have a collective nine EIPs and comprise a mix of urban, rural and tribal areas and represent 40 percent of the children and families served by AzEIP.

Our Mission: Part C of early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.

## Arizona Early Intervention Program

AzEIP is an interagency system of five state agencies with the Arizona Department of Economic Security (ADES) serving as the Lead Agency. ADES created the Arizona Early Intervention Program (AzEIP) to fulfill the Lead Agency functions and responsibilities. The following agencies comprise AzEIP:

- Arizona Department of Economic Security (ADES)
- Arizona State Schools for the Deaf and the Blind (ASDB)
- Arizona Department of Health Services (ADHS)
- Arizona Department of Education (ADE)
- Arizona Health Care Cost Containment System (AHCCCS– Medicaid)

Of the five participating agencies, the AzEIP, the ADES Division for Developmental Disabilities (ADES/DDD) along with the Arizona State Schools for the Deaf and the Blind (ASDB) are the service providing agencies. Children are determined eligible for AzEIP based on a diagnosed condition with a high probability for developmental delay or a 50 percent delay in one or more developmental domains. EIP teams “simultaneously” determine whether children are also eligible for DDD and/or ASDB.

AzEIP contracts with private providers, known collectively as TBEIS providers; to provide teams to respond to all referrals, determine AzEIP-eligibility, and support all potentially-eligible and eligible children, and their families, within a given region. These teams provide supports and services to children and their families whether determined eligible for DDD, ASDB or AzEIP-only (children not

<sup>3</sup> Appendix 02 – AzEIP Region Demographics and DES Client Summaries 2014

eligible for DDD and/or ASDB). Each TBEIS provider must include the following team members: Service Coordinator (SC), Developmental Special Instructor (DSI), Occupational Therapist (OT), Physical Therapist (PT), Speech Language Pathologist (SLP), Social Worker and a Psychologist. DDD provides service coordination only for DDD-eligible children who have public insurance [AHCCCS and/or the Arizona Long Term Care System (ALTCS)]. ASDB provides hearing and/or vision services, to children determined ASDB-eligible. Other IDEA Part C services, such as nutrition or assistive technology, when not otherwise available, are accessed by teams through contracts held by the participating state agencies.

Arizona has 15 counties; however, there are three main population centers in Arizona resulting in regions that subdivide certain counties. As a result, AzEIP has 22 regions and there are currently 37 EIPs. These EIPs comprise staff from the TBEIS providers, DDD staff and ASDB staff working collaboratively to support potentially-eligible and eligible children and their families. In FFY 2015, Child Count Data recorded that, on the single day count, there were 5,391 children with active Individualized Family Service Plans (IFSPs) or 2.09 percent of Arizona children birth through age three, receiving services and supports from AzEIP. Over the course of FFY 2015, AzEIP served 10,250 eligible children and their families.

## Measurable and Rigorous Targets

As detailed in [Phase I of the Arizona SSIP<sup>4</sup>](#), the measure used in the collection of data for Indicator Three, a focus of Arizona's Indicator 11, is the Arizona Child Indicator Summary Form (CISF) process; this is an adaptation of the Early Childhood Outcome Center's (ECO Center) Child Outcome Summary Form (COSF) process. Entry data is collected on all children, and exit data is reported for those children exiting after having an IFSP in place for six months or longer. Arizona incorporated the ECO calculator tool into the Indicator Three reports for the current AzEIP data system, I-TEAMS. Statewide data for Summary Statement 1 (SS1) in the Social Emotional Outcome area (those children making substantial progress towards functioning as same age peers) is being used to measure progress on the Arizona SiMR:

SS1: Of those children who entered the program below age expectations, the percent who substantially increased their rate of growth by the time they exited the program.

## Measurement for Summary Statement 1

Percent = number of infants and toddlers reported in progress category (c) plus number of infants and toddlers reported in category (d) divided by [number of infants and toddlers reported in progress category (a) plus number of infants and toddlers reported in progress category (b) plus number of infants and toddlers reported in progress category (c) plus number of infants and toddlers reported in progress category (d)] times 100.

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<sup>4</sup> Phase I SSIP: [https://www.azdes.gov/InternetFiles/Reports/pdf/AzEIP\\_Arizona\\_Part\\_C\\_SSiP\\_2015.pdf](https://www.azdes.gov/InternetFiles/Reports/pdf/AzEIP_Arizona_Part_C_SSiP_2015.pdf)

$$c + d / a + b + c + d \times 100$$

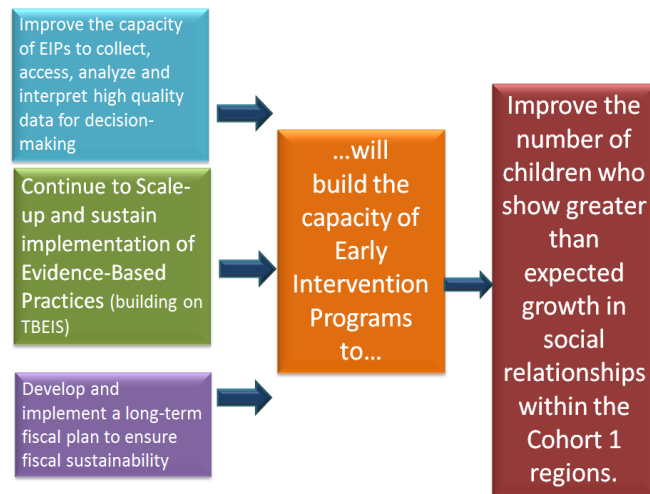
## Summary of Phase III

### Theory of Action (TOA)

During SSIP Phase II<sup>5</sup>, LA staff developed workgroups linked to the three strands of the Arizona Part C Systemic Improvement Theory of Action<sup>6</sup> (Arizona TOA). The three strands of the Arizona SSIP are:

Accountability, Practices and Fiscal. Each of the workgroups held meetings to explore the System Framework for Building High-Quality Early Intervention and Preschool Special

Education Programs<sup>7</sup> (System Framework). Through stakeholder engagement during these meetings, participants prioritized those areas which would then become the focus of further improvement strategies. Review of the components in the System Framework built on the Phase I infrastructure analysis results and the Phase II Activities, including Evaluation and Implementation plans for the SSIP. This enabled Arizona to further examine the root causes of the infrastructure concerns identified in Phase I, and to develop both the graphic and narrative<sup>8</sup> Theory of Action.



Phase II built upon the foundation set in Phase I through infrastructure development, scaling-up of EBPs and developing an evaluation plan to measure the impact of the implementation activities. Through stakeholder input, data analysis and National Technical Assistance (TA) Support, LA staff developed the Arizona Logic Model<sup>9</sup>, Implementation Activities and a comprehensive Evaluation Plan to measure the impact of activities on short term outcomes and the overall SiMR.

Additional initiatives to improve the accountability infrastructure and the development of improved processes to analyze data for informed decision-making are currently underway. During SSIP Phases I and II, LA staff recognized a need for easily accessible and comprehensive data to measure the impact overall initiatives are having on children and families served. LA staff identified and accessed available TA resources to support the development of the SSIP.

As Arizona's SSIP implementation and evaluation unfolds, LA staff have identified some gaps in available data to scale-up full implementation. The current data system is lacking in some major components including; supporting programs to track practitioner fidelity to practice, identifying needs for technical

<sup>5</sup> Phase II SSIP: [https://des.az.gov/sites/default/files/media/Arizona\\_SSSIP\\_Phase\\_II.pdf](https://des.az.gov/sites/default/files/media/Arizona_SSSIP_Phase_II.pdf)

<sup>6</sup> Appendix 03 – Arizona Theory of Action Graphic (Arizona TOA)

<sup>7</sup> System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs (System Framework). Early Childhood TA Center. (2014). A System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs. Retrieved from <http://ectacenter.org/sysframework>.

<sup>8</sup> Appendix 04—Arizona Theory of Action (Narrative)

<sup>9</sup> Appendix 05—Arizona Logic Model

assistance or training, and connecting implementation strategies to child and family outcomes data, as detailed in the Accountability Strand Tracking and Reporting Implementation and Evaluation Data for SSIP (Accountability Strand Tracking Report)<sup>10</sup>. Through this assessment, LA staff found a significant need for a new data system to ensure that comprehensive information regarding child development and progress is tracked and trended, and is easily accessible to each EIP.

LA staff identified, and successfully completed, activities to initiate the development of a new data system, which will enable improved tracking, trending and auditing of IFSPs, services and their relationship to COS ratings for enrolled and exited children. AzEIP moved into the development iterations of a new cloud-based data system, which will enable EIPs and LA staff to continue to use data to streamline processes and reducing the administrative costs of the program. With the development of a new data system, LA staff will be able to further analyze continuous improvement initiatives and related activities.

During this first year of SSIP Phase III, LA staff and stakeholders collectively focused on improving access to data, collection of COS ratings using reporting and training, and implementing measures to increase the fiscal sustainability of the program, including streamlining processes to increase the use of public and private insurance. The fiscal activities and evaluation are detailed in the Fiscal Strand Tracking and Reporting Implementation and Evaluation Data for SSIP (Fiscal Strand Tracking Report).<sup>11</sup> With the support of DDD, AzEIP was able to provide considerably more training opportunities to EIP practitioners, with the addition of an AzEIP dedicated trainer. The addition of this trainer will create the sustainability of the Practices activities, which are described in the Practices Strand Tracking and Reporting Implementation and Evaluation Data for SSIP (Practices Strand Tracking Report)<sup>12</sup>.

To track and evaluate the completion of identified activities, LA staff developed and completed Tracking and Reporting Implementation and Evaluation Data for SSIP documents for each of the three strands. These documents, attached as appendices, detail identified activities within each of the three strands. They include detailed information on completion status, and barriers to achieving identified activities, changes to activities, and newly identified activities.

## Arizona Management System

Under the direction of Governor Doug Ducey, the State of Arizona is deploying the Arizona Management System<sup>13</sup> (AMS). AMS is a professional, evidence-based, results-driven management system to transform the way state government does business. For AzEIP, this means continuing to identify problems, streamline processes, and more efficiently connect children and their families to quality EIPs utilizing EBPs. This focus aligns with the Arizona SiMR and the implementation science approach utilized by LA staff to improve the use of EBPs by EIPs.

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<sup>10</sup> Appendix 06 – Accountability Strand Tracking and Reporting Implementation and Evaluation Data for SSIP (Accountability Strand Tracking Report)

<sup>11</sup> Appendix 08—Fiscal Strand Tracking and Reporting Implementation and Evaluation Data for SSIP (Fiscal Strand Tracking Report)

<sup>12</sup> Appendix 07—Practices Strand Tracking and Reporting Implementation and Evaluation Data for SSIP (Practices Strand Tracking Report)

<sup>13</sup> Arizona Management System <https://ams.az.gov/>

LA staff began implementation of AMS in 2015. This approach has drastically improved the ability of the LA Staff to track performance of all EIPs and continually improve. This has also supported the LA Staff to increase collaboration at the State and Regional levels and increase stakeholder engagement. LA staff is streamlining processes, standardizing procedures, eliminating waste, and constantly monitoring and reflecting on current data. A key principle in implementing this approach is to hold regular huddles<sup>14</sup> (highly structured, brief meetings, focusing on metrics and plans to improve). AzEIP implemented huddles, not only with LA staff, but also began to use this approach to continuous improvement with EIPs, by strategically implementing Business Review<sup>15</sup> meetings with EIPs. During these meetings, EIPs review data and may create countermeasures<sup>16</sup> (self-directed corrective action plans) to address areas of concern and improve outcomes for children and families. This level of monitoring and support has shown great results, including increased accountability and improved communication between LA Staff, stakeholders, and EIPs.

Huddles are an opportunity for LA staff to review data on a regular cadence, and to further explore:

*How are we doing today?      Is it better than yesterday?      How can we improve?*

The Arizona SiMR data and Initial Planning Process (IPP) Cost per Child are reported on the Governor's Arizona Management System<sup>17</sup> (AMS) Scorecard on a monthly basis.

## Progress in Implementing the SSIP

### Stakeholder Engagement

To achieve the goals of the Arizona SSIP, each strand has well-defined outcomes and targeted timelines for completion, developed in Phase II and for which detailed updates are included in Appendices 06, 07 and 08. Throughout this phase of the SSIP, LA staff maximized existing partnerships and intends to continue to communicate, coordinate and collaborate across agencies and community partners. LA staff held, and participated in, many stakeholder meetings to leverage the assistance of our community partners in reaching the achievement of meeting the Arizona Part C SiMR. LA staff plan to continue these partnerships, to work towards a statewide systemic approach on important early childhood initiatives.

AzEIP continues to build upon existing forums including the Arizona ICC, the EIP State Leaders' meetings and the M-TEAMS meetings to involve stakeholders to take an active role to identify targets, develop activities, track progress and evaluate impacts. These meetings enable LA staff to engage with various stakeholders with unique perspectives and receive constructive feedback, while providing an in-depth analysis of our current activities to reach our identified SiMR. The three SSIP strands (fiscal,

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<sup>14</sup> Appendix 01—Glossary of Terms

<sup>15</sup> Appendix 01—Glossary of Terms

<sup>16</sup> Appendix 01—Glossary of Terms

<sup>17</sup> Appendix 01—Glossary of Terms



accountability, and practices) have all been positively affected by the increased stakeholder engagement throughout Phase III.

Stakeholder engagement and collaboration is a strong focus for LA staff. Relationship-building with stakeholders, community partners, and other state agencies is critical to building a sustainable, comprehensive and coordinated system of services and supports for Arizona families, and making progress towards Arizona's SiMR. LA staff is active in workgroups sponsored by community partners, including ReadOn Arizona, which focuses on supporting children to be reading by Grade 3, Strong Families AZ, an interagency home visiting program which is a high referral source to AzEIP, and the First Things First Professional Development Work Group, which is focused on improving the early childhood Workforce. Each of these organizations has welcomed LA staff and EIPs to participate in their work, and have participated in the Early Childhood Personnel Center (ECPC) intensive TA work undertaken by LA staff to improve the use of EBPs by EIPs. The ECPC intensive TA is an essential component of the Practices strand of the SiMR. The work of these groups and the Arizona SiMR are interconnected. This work supports community partners to refer infants and toddlers, who are suspected of having disabilities to AzEIP, and assists early intervention practitioners to use EBPs to improve the social emotional growth of all eligible children. Assisting families to support their infants and toddlers with disabilities to have improved social relationships, supports young children with disabilities as they embark on the path to college and career. Increased stakeholder engagement and communication is supportive in reaching a unified and coordinated approach to serving all children, including those with developmental delays.

Throughout the evaluation and implementation process of Phase III of the SSIP, the Arizona ICC members, public members, and community participants were involved in both broad and narrow stakeholder discussions, and provided their ideas, perspective and feedback during discussions on SiMR implementation activities. Arizona ICC members provided critical information on system-wide needs for children with social emotional developmental needs.

The Arizona ICC met and discussed challenges to the existing structure and focus of the Arizona ICC. With stakeholder engagement as one of the Lead Agency's most critical components to taking a system-wide approach to reaching the SiMR, it was agreed that a refreshed Arizona ICC, with realigned goals and objectives, is necessary. The Arizona ICC developed a plan for ad-hoc committees to support the latest initiative and highest needs of the Lead Agency. The Arizona ICC is focusing on improving interagency communication, increasing membership, and stimulating healthy and active stakeholder engagement.

## Infrastructure Improvement

As identified in Phase I<sup>18</sup> and Phase II,<sup>19</sup> a major component of the SSIP is ensuring that EIPs are continuing to develop, and utilize, high quality data to drive decision-making and program improvement. Many activities initiated during this reporting period<sup>20</sup> focus on this major improvement strategy. This

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<sup>18</sup> Phase I SSIP: [https://des.az.gov/sites/default/files/legacy/dl/AzEIP\\_Arizona\\_Part\\_C\\_SSIIP\\_2015.pdf](https://des.az.gov/sites/default/files/legacy/dl/AzEIP_Arizona_Part_C_SSIIP_2015.pdf)

<sup>19</sup> Phase II SSIP: [https://des.az.gov/sites/default/files/media/Arizona\\_SSIIP\\_Phase\\_II.pdf](https://des.az.gov/sites/default/files/media/Arizona_SSIIP_Phase_II.pdf)

<sup>20</sup> Phase III, Year One reporting period: July 1, 2015-January 31, 2017

focus built upon increasing compliance and program improvement and allows for analysis of program improvement on a state and local level. Several strategies<sup>21</sup> were implemented including: enhancing the current data system, initiating the development of a new data system, LA staff and community stakeholder initiatives, implementing a pilot process and piloting training to increase data available for results indicators, revising policies, and providing targeted TA to programs to ensure enhancements and improvements were implemented across EIPs statewide.

The expected outcome of infrastructure enhancements and implementation activities overall, is to ensure that high quality data is collected and entered into the data system in a timely manner. LA staff, along with stakeholders, identified concerns with data input and missing information. As a result, I-TEAMS Data Quality sessions<sup>22</sup> were implemented and required for all EIP providers statewide. The LA staff developed materials and hands-on user trainings to improve data quality, specifically focused on APR compliance indicators<sup>23</sup> and data collected around those indicators. Several system enhancements were also made to I-TEAMS to reduce user error. For instance, users previously were not prevented from leaving certain fields blank in the eligibility or transition pages requiring LA staff and EIP leaders to go back and look up files and enter data in the system to ensure accurate and complete information for reporting purposes. The implemented enhancements ensure that this data is entered timely and accurately.

Beginning in July 2015, and through December 2015, LA Staff explored multiple reporting options to measure timely and accurate data. However, I-TEAMS was not built with timestamps for data entry, preventing LA staff from moving forward with this initiative. Upon exploration with I-TEAMS Subject Matter Experts (SME) and programmers with the ADES Division for Technology Services (DTS), the Accountability team found that there were too many structural weaknesses to allow for development of this type of reporting. It was at this time that the team began exploring the development of a new data system solution. In partnership with National Technical Assistance (TA) Staff, LA staff completed the ECTA/DaSy System Framework Self-Assessment to explore options for a new data system. This led to foundational work to build the new ADES cloud-based solution for AzEIP. Additionally, while other systemic solutions were explored, LA staff continued to make enhancements to I-TEAMS and improve reporting capabilities through the Child Contract Report starting in January 2016.

Analysis and new reporting capabilities led to successful completion of many additional activities such as the Chapter 8<sup>24</sup> Data Collection policy change which took effect in July 2016. LA staff, with input from EIP State Leaders, built the Child Contract Report, which allows for specific focus on compliance Indicators, Child Outcomes data, and on projecting IFSP and Transition timelines, to allow for more awareness of upcoming annuals and exits. LA staff, including the Data Manager, held subsequent Data Quality TA sessions with EIPs and to explore how local EIPs could use Child Contract Reports as a mechanism to drive decision making<sup>3</sup>. Additionally, the new reporting capabilities allowed local programs to analyze

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<sup>21</sup> Appendix 06—Accountability Evaluation and Implementation Tracking Report

<sup>22</sup> Appendix 06—Accountability Evaluation and Implementation Tracking Report

<sup>23</sup> Indicator 1: Timely Services, Indicator 7: 45 Day Timeline, Indicators 8a, 8b and 8c: Transition Planning, PEA Notification and Transition Conference.

<sup>24</sup> AzEIP Policies and Procedures: Chapter 8 Data Collection [https://des.az.gov/sites/default/files/azeip\\_chapter\\_8\\_data\\_collection\\_FFY16.pdf](https://des.az.gov/sites/default/files/azeip_chapter_8_data_collection_FFY16.pdf)

fidelity to implementation of the 2015 [Chapter 4](#)<sup>25</sup> Transition policy change. These changes support EIPs to focus on using data to improve compliance and results.

Data system improvement continues to be a focus for the LA staff. Due to structural limitations of I-TEAMS, LA staff explored an off-the-shelf solution for a data system replacement. LA staff developed a business requirements statement (BRS), which was completed in the spring of 2016. However, shortly thereafter, ADES decided to explore an enterprise solution. Though this delayed the timeline of the new data system implementation, the BRS allowed AzEIP to be one of the first programs to begin to build a new cloud-based solution. LA staff has developed comprehensive data components for the new system including: online referrals with file attachment capabilities, capabilities for teams to store and share documents, data analysis and reporting capabilities and user dashboards. All of these components will allow for increased efficiency and collaboration within teams, and the ability for LA staff to efficiently review data for TA and integrated monitoring purposes.

In regards to data system improvements, LA staff carried out identified planned activities with fidelity and built upon those identified activities. LA staff focused on enhancements to results data to measure the progress of implementation activities and strategies. LA staff took into consideration the extensive engagement of key stakeholders and recognized the need for improvement in Child Outcome Summary (COS) Data. To increase the quantity and quality of reporting, LA staff and the Child Outcomes workgroup devised several improvement activities. The workgroup reviewed the existing Child Outcomes processes in multiple states, reviewed TA materials, and identified that COS ratings should be included within the IFSP. Additionally, these stakeholders advised LA staff that all EI providers need additional training to ensure quality ratings.

LA staff strategically engaged with EIP practitioners and made changes to the existing IFSP, which included the addition of the COS ratings, in July 2016. As a result of the suggestions from stakeholders, LA staff developed and sent monthly email communications to EI practitioners to support their improved understanding of how to derive quality ratings, and also developed job aids to support early intervention practitioners to speak to families about the importance of the ratings, and to develop ratings in partnership with families. Additionally, with support from ECTA and DaSy, LA staff modified the DaSy COS modules as a part of an instructor-led course to improve quality of ratings. Successful pilot COS modules training sessions were held in August 2016, and EI practitioners from all EIPs across the state have attended each of the modules.

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<sup>25</sup> AzEIP Policies and Procedures: Chapter 4 Transition  
[https://des.az.gov/sites/default/files/media/azeip\\_chapter\\_%25204\\_Transition\\_07\\_01\\_2015%5B1%5D.pdf](https://des.az.gov/sites/default/files/media/azeip_chapter_%25204_Transition_07_01_2015%5B1%5D.pdf)

In addition to COS process improvements, LA staff and stakeholders identified the need for an increased return rate on the family survey. As referenced in the Accountability Strand Tracking Report, identified activities to increase the family survey response rate were successfully implemented. In April 2016, LA staff began a pilot with the family surveys for selected EIPs participating in Cycle Three (or the third year of a three-year monitoring cycle). A total of 943 family surveys, with prepopulated demographic data, were mailed to families along with a letter explaining the family survey purpose, and a postage-paid envelope to return to the completed surveys. The Arizona ICC developed the letter



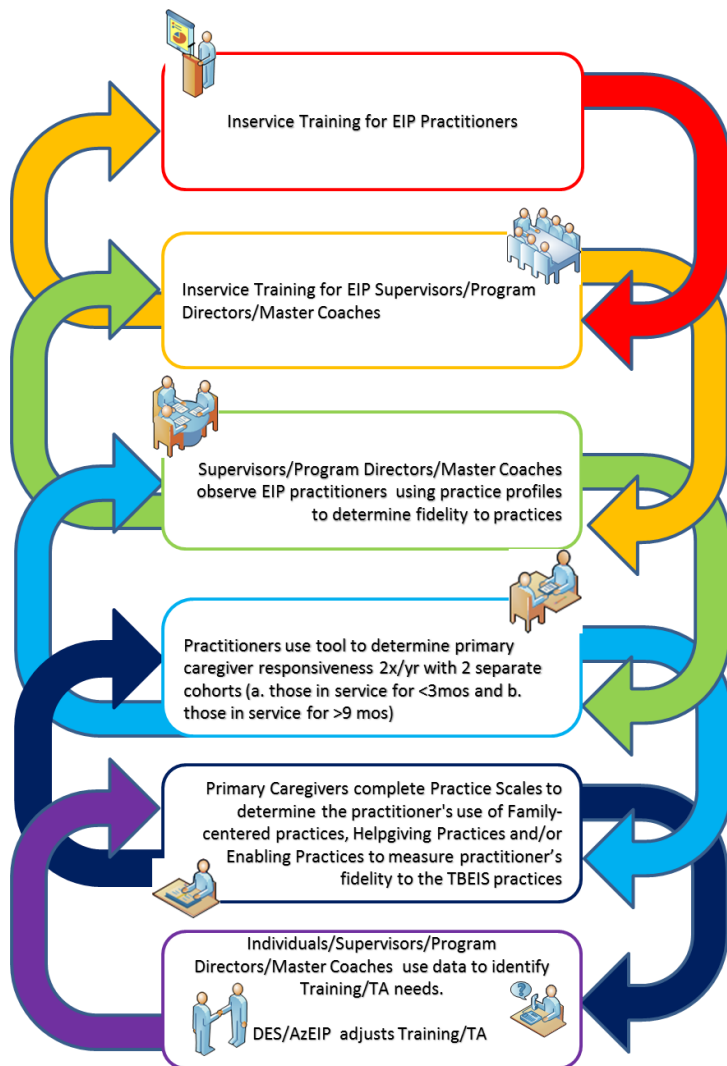
included in the family survey mailing. EIP leaders in the pilot regions were regularly updated on the number of surveys returned, so they could ensure that service coordinators and team members could follow up with families and provide support or encouragement for survey completion. To increase stakeholder engagement, information was broadcasted to all EIPs on which EIP had the highest return rate by percentage, and which EIP had the highest return rate

by total number. This activity fostered a healthy competition between EIPs. As pictured, LA staff treated the winning EIPs, Region 5 with SWHD and Region 7 with ACT, to a celebratory visit during their weekly team meetings. As a result, the LA staff received 103 completed surveys or 11 percent of the 943 surveys that were distributed. Although it did not result in the return rate the LA staff was hoping for, the pilot was successful in that it substantially increased the return of completed surveys compared to previous years. Additionally, as the demographic data was pre-populated from the data system, LA staff was able to analyze the data in comparison with the number of children served within the targeted EIPs. With the increase in completed surveys, LA staff has improved information on the quality of services received by families enrolled in early intervention.

## Evidence Based Practices

During the first year of SSIP Phase III, Arizona continued to focus efforts on scaling-up and sustaining the implementation of EBPs and building upon the key components of TBEIS. AzEIP is proceeding with a three year plan to develop an effective professional development structure for implementing TBEIS statewide with fidelity. As referenced in the Practices Strand Tracking Report, many identified activities to achieve the SiMR have been successfully implemented to improve the development of a Professional Development structure for implementing TBEIS.

LA staff recognize that fidelity to EBPs are imperative to an effective statewide system, as a result all new LA staff hired since January 2016, are individuals who have demonstrated fidelity as a Master Coach. This critical component of the LA staffing structure enables staff to effectively support EIPs with implementation of EBP.<sup>26</sup>



As described in previous phases, AzEIP continues to collaborate with Family Infant Preschool Program (FIPP) to identify the necessary steps for incorporating the teaming and coaching components within an enhanced Professional Development structure. As reported in SSIP Phase II, this included provision of tools, practice profiles and scales, Master Teams and Master Coaches Institutes, and six months of intensive coaching of teams and individuals. This collaboration has been monumental in supporting the LA staff in the scaling-up and sustainment of implementation of TBEIS within EIPs and in ensuring that these processes are sustainable.

Building upon the identified activities,<sup>27</sup> LA staff successfully completed, with FIPP, four rounds of Master Teams and Master Coaches Institutes in 2014 and 2015. In order to build capacity for the LA staff to bring Master Teams and Master Coaches in house, LA staff directly supported groups of Master Coaches through the six months of coaching log submissions, in addition to the groups being directly

<sup>26</sup>Arizona Approach to Communication, Training and TA to Improve implementation of TBEIS Graphic

<sup>27</sup> Appendix 07 – Practices Evaluation and Implementation Tracking Report

supported by M'Lisa Shelden and Dathan Rush from FIPP. The increase of Master Coaches was an intentional measure, creating a layered infrastructure to more efficiently support all EIP practitioners.

## Master Teams

FFY	EIPs	Total Number of Registered Participants	Number of Participants Demonstrating Fidelity	Notes
2014	18	144	53/98 (54%)	3 Full Teams met Fidelity
2015	17	134	44/126 (35%)	1 Full team met Fidelity <i>*All EIPs within SiMR regions have completed Master Teams Training</i>

## Master Coaches

FFY	Total Number of Registered Participants	Number of Coaches Demonstrating Fidelity
2014	39	12/39 (31%)
2015	23	15/23 (65%)



EIPs across the state now have access to Master Coaches to support statewide sustainability and scaling up of EBP in each EIP. All of the current 37 EIPs now have direct access to support from a Master Coach who has demonstrated fidelity to TBEIS practices. The expertise of the Master Coaches is being leveraged to support continual progress toward achieving the SiMR in SSIP regions. In addition, Master Coaches (pictured left) were crucial participants within the local implementation teams for the 2016 Summer SiMR Summit<sup>28</sup>.

In August 2016, LA staff hosted an event known as the 2016 Summer SiMR Summit. This event was planned with support from national TA center staff. Over 50 individuals from all nine SiMR regions attended the event. LA staff encouraged participants to work together to develop and submit local implementation plans identifying fidelity measures currently in use. The DEC Recommended Practices ARPY tools were introduced to the participants to support measuring fidelity to implementing EBPs in practice. LA staff identified key performance measures and changes in the Practices Strand Tracking Report to reflect the need for improved information to support local programs to scale-up EBPs. LA staff is developing a survey for this measure to gather information on the effectiveness and impact of the additional supports and TA provided in SSIP regions, and plan to use this critical feedback to scale-up these practices statewide.

<sup>28</sup> 2016 Summer SiMR Summit

AzEIP leveraged financial support from DDD, to fund an AzEIP dedicated trainer<sup>29</sup> in August 2016. The dedicated AzEIP trainer's main role is to effectively implement high-quality, evidence-based trainings to all EIP's, and referral sources. The trainer was selected due to her previous role as a Service Coordinator and her demonstration of fidelity as a Master Coach. With the addition of the AzEIP trainer, Natural Learning Opportunities (NLO), Natural Learning Opportunities Supervisor (NLO Sup), Child Outcome Summary (COS) modules, and Resource-based Capacity-building (Rb Cb) trainings have been successfully conducted across the state, reaching all 37 EIPs. Based on feedback from participants, the trainings have supported them in their individual and collective efforts to improve their knowledge and skills scaling-up the use of EBPs.

The Natural Learning Opportunities (NLO) training is an extension of the important collaboration with FIPP. This training is designed to support providers to use coaching questions to identify everyday routines and activities and develop high quality child and/or family outcomes on the IFSP. During implementation of this training, the professional development team recognized that EIP supervisors needed additional support. LA staff developed and launched the NLO Supervisors (NLO Sup) training in April 2015, to ensure supervisors were provided with the necessary training and tools to enable their EIPs to scale-up and improve on their fidelity to EBPs. Data is collected which calculates participant's acquisition of knowledge and skills at the time of trainings, once they are back on the job and finally, whether the training or technical assistance had an impact on key business objectives resulting in a measurable return on investment.

Although the deployment of the NLO Sup training has been successful, the professional development team recognized some barriers in the full implementation of the requirements by participants. As referenced in the Practices Strand Tracking Report, NLO Sup participants are required to review an IFSP using an IFSP rubric, for each EI practitioner they supervise and submit their results to the AzEIP trainer. The AzEIP dedicated trainer ensures participant's fidelity to the EBPs and provides reflective coaching feedback to increase participants' knowledge and understanding of the EBPs. To date, there has been a lower than expected completion rate of the NLO IFSP rubric. LA staff plans to analyze the data and learn from participants what barriers exist. LA staff will use this data to make appropriate revisions to the training.

Arizona is a recipient of intensive TA from the Early Childhood Personnel Center (ECPC). The ECPC supports states to improve their personnel development structures to support young children with disabilities and their families, and provides leadership development to states interested in improving collaboration between their special education and early education programs. LA staff participated in the ECPC Leadership Institute in 2014, 2015 and 2016. In May 2016, Arizona attended the ECPC Leadership Institute and developed an action plan to set in motion the ECPC initiative and State Planning Team (SPT) development. One of the identified priorities as part of intensive TA through ECPC is the in-service component. This component is reflected in the development of the AzEIP trainings. To further support collaboration with stakeholders, LA staff and AzEIP trainer have provided RBCB overview sessions at

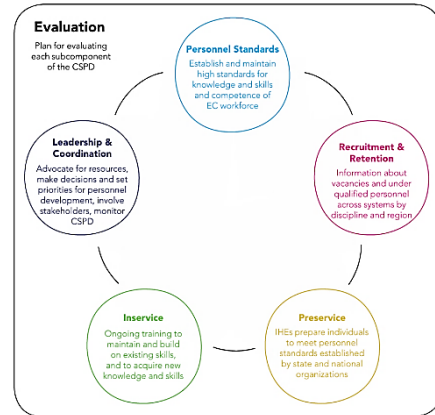
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<sup>29</sup> Appendix 07 – Practices Evaluation and Implementation Tracking Report



community stakeholder events, and developed a Rb Cb module for ADES/Child Care Administration (CCA) staff, as a part of cross-divisional collaboration and implementation of Child Care and Development Block Grant Act (CCDBG) initiatives within ADES.

Throughout the intensive ECPC TA period, LA staff leveraged support in multiple initiatives and developed individual workgroups reflecting the ECPC subcomponents. The State Planning Team (SPT) consists of more than 30 active and enthusiastic participants representing multiple aspects of the Early Childhood Community in Arizona. As a result, LA staff also are able to collaborate with other initiatives focused on improving the use of EBPs to support initiatives such as Read On Arizona and the Professional Development Work Group (PDWG) led by First Things First (FTF). This enabled LA staff and ECE community partners to decrease duplication and increase coordination and collaboration.

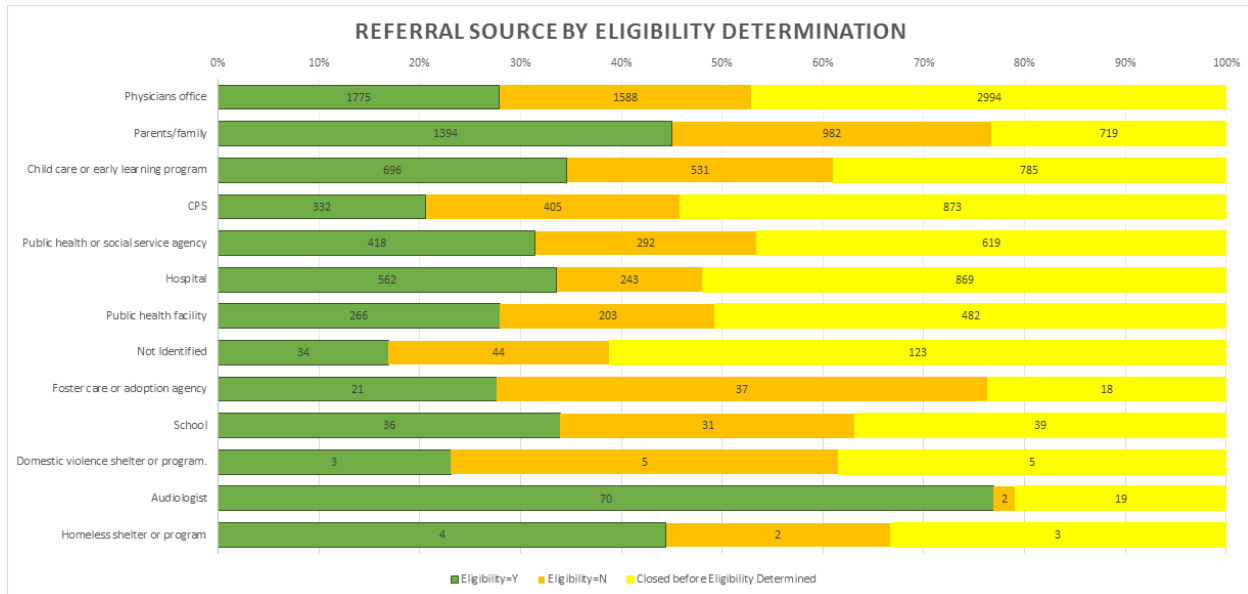


FTF is one of the essential statewide partners in the scaling-up of professional development initiatives, and more specifically, reaching the completion of identified implementation activities within the Practices Strand Tracking Report. LA staff work with FTF on multiple initiatives, including the PDWG. Goals for the PDWG include: implementing, aligning, and continuously improving Arizona's Comprehensive Professional Development System that supports the education, recruitment, and retention of early childhood professionals. LA staff actively participated in the creation of FTF's Arizona Early Childhood Workforce Registry, and is now able to leverage the registry to track participation of EI professionals in ECE trainings across the state.

LA staff identified a need to increase awareness for social emotional delays, as part of working toward progress in the SiMR. LA staff implemented an initiative to support EIPs, and stakeholders, in appropriate identification of potentially-eligible children through improved screening practices. FTF provided a \$40,000 grant for an Ages and Stages Questionnaire (ASQ) and ASQ-Social Emotional (ASQ-SE)<sup>30</sup> Train-the-Trainer event for EIPs and stakeholders in September 2016. Leveraging support from FTF, allows early intervention professionals and referral sources to improve their proficiency using screening tools on social emotional development, and strengthens collaboration between the various early childhood community partners.

<sup>30</sup> ASQ and ASQ-SE. <http://agesandstages.com/>





As a part of ensuring success with the ASQ and ASQ-SE Train-the-Trainer event, LA staff engaged in analysis of referral source data, from January 2016 through September 2016, to identify community partners who would benefit from participating in this event. LA staff identified referral sources with a low incidence of children referred, who were ultimately determined eligible for the AzEIP program and invited them to attend. Participants from prominent behavioral health organizations, and Department of Child Safety (DCS) staff attended the event. FTF and LA staff hosted over 50 participants, and was able to successfully facilitate communication amongst community partners. Furthermore, as a result of this analysis, LA staff, FTF, and AHCCCS are developing a Developmental Pathways Project to support the ECE community in understanding the referral pathways available when there is a concern with a young child's development. LA staff will analyze data and connect with referral sources to screen and make risk-appropriate referrals.

As referenced in Phase II, M-TEAMS,<sup>31</sup> consists of members of the LA staff, DDD Liaisons, DDD Early Intervention Unit Administrator, and ASDB staff. To ensure collaboration across state agencies throughout Phase III of the SSIP, M-TEAMS continued to meet monthly to address policy, technical assistance and the training needs of the field. M-TEAMS also established a weekly huddle structure to address priorities, metrics, and roadblocks. M-TEAMS members regularly collaborate and participate in stakeholder meetings and events across the state. The work of this group is a critical component to the evaluation and scaling-up of TBEIS.

To achieve the Arizona SiMR, the Fiscal strand is focused on coordinating existing funding streams to ensure proper payment for early intervention services. The goal of this strand is to enable AzEIP to allocate funds to further support professional development, quality standards and accountability. As outlined in the Fiscal Strand Tracking Report, LA staff developed, and are actively implementing, a comprehensive fiscal plan, that ensures ongoing fiscal sustainability of the program. LA staff have

<sup>31</sup> Appendix 01—Glossary of Terms

worked extensively with AHCCCS, a member of the five agencies comprising AzEIP, to revise AzEIP and AHCCCS policies related to the use of Early and Periodic Screening, Diagnosis and Treatment (EPSDT) funds to support children and families who are enrolled in AHCCCS health plans and are AzEIP-eligible. The analysis of fiscal data supported LA staff to collaborate with AHCCCS, and advocate for a solution on enhanced rates for certain IDEA services. LA staff work with EIPs and the Arizona ICC to improve the understanding of community partners, stakeholders, EIPs and families regarding Arizona's system of payments<sup>32</sup>.

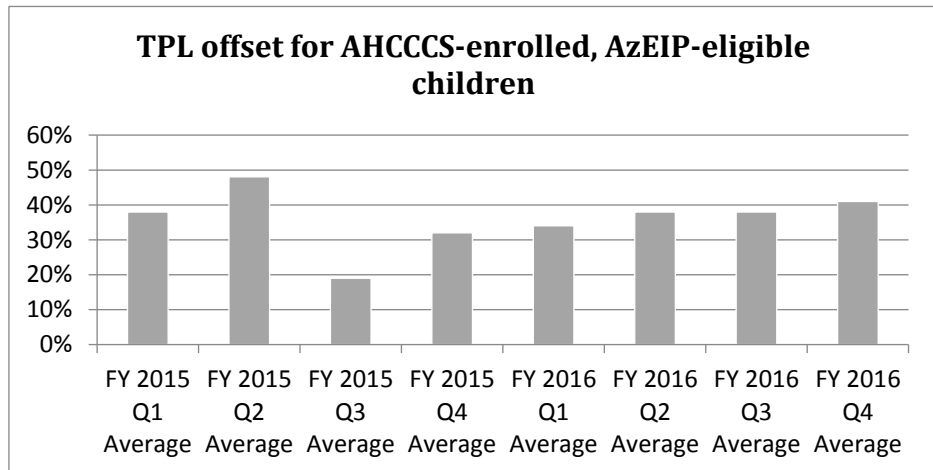
The AzEIP fiscal team uses three main measurements, also known as the three-pronged approach, to measure the effectiveness of ongoing activities. This approach measures: the percentage of families consenting to use insurance, the percentage of children determined eligible for funding through DDD, and the percent of children referred to and determined AzEIP-eligible.

### Percent of AzEIP-eligible children with consent to use insurance

Fiscal Year	Quarter	Percent Eligible with Consent to Use Insurance
FY2015	Q1 Average	67.2%
FY2015	Q2 Average	72.0%
FY2015	Q3 Average	75.3%
FY2015	Q4 Average	81.3%
FY2016	Q1 Average	82.2%
FY2016	Q2 Average	83.4%
FY2016	Q3 Average	81.0%

As outlined in the Fiscal Strand Tracking Report, LA staff implemented activities improving the fiscal outlook of the program. The percentage of families consenting to share personally identifiable information (PII) to bill their insurance in July 2015 was 67 percent,

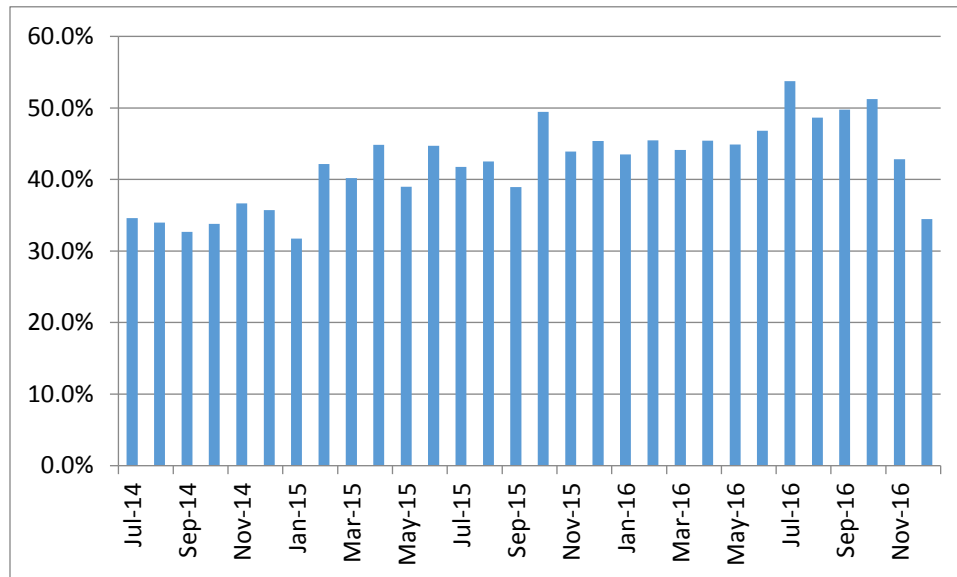
and increased to 81 percent by the third quarter of FFY 2016. The percent of costs funded by AzEIP offset by the use of AHCCCS funding was 28 percent for FFY 2015 and increased to 41 percent by the third quarter of FFY 2016. LA staff continuously analyzes this fiscal data by use of the Three-Pronged



<sup>32</sup> AzEIP Policies Chapter 9—Financial Matters

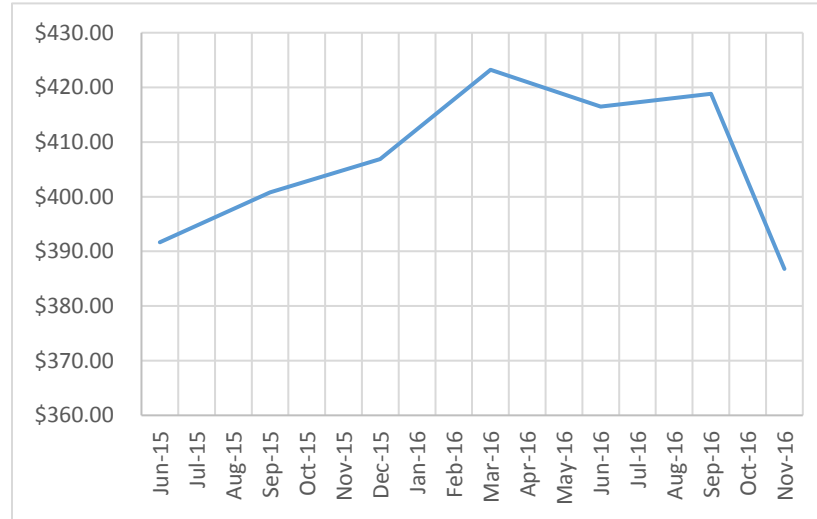
Tracker. Due to the fact that billing for DDD-eligible children is done through Focus and not I-TEAMS, data for the percentage of Third Party Liability (TPL) offset for DDD-eligible children is not as readily available. However, the new data system will enable collection of this data for all AzEIP-eligible children, including those who are also ASDB or DDD-eligible.

### Percent AzEIP-Eligible that are also DDD-Eligible



When children are not appropriately determined DDD eligible, it prevents families from accessing additional supports, and AzEIP from utilizing all available funding sources. With the statewide implementation of TBEIS contracts in 2013, the percentage of children determined DDD-eligible dropped significantly. Prior to 2013, 60 percent of the children determined AzEIP-eligible were also DDD-eligible. The percentage of DDD-eligible children in July 2015 was 34 percent, and rose to 51 percent in October 2016. This increase was accomplished through the development, by DDD staff, of a DDD Eligibility tool to assist TBEIS providers to determine which children might be DDD-eligible. However, when the rate of DDD eligibility remained stagnant, LA and DDD staff reviewed the data, and using the countermeasure process, identified alternative actions to increase the percentage of infants and toddlers determined DDD eligible. Automated alerts and updated coding were added to the data systems for both AzEIP and DDD. As the data above demonstrates, the automated alerts significantly increased the percentage of children determined DDD-eligible, and as a result increased the use of Medicaid dollars to fund services.

## Initial Planning Process Costs per Child



Each year, for the last three years, referrals to AzEIP have increased by 5 percent, resulting in increased expenditures and Initial Planning Process (IPP) costs. As part of the AMS activities, LA staff report on the IPP cost per child on the Governor's AMS Scorecard.<sup>33</sup> Countermeasures developed by LA staff, which is in progress, include the development of an e-learning module on where to refer families when there are concerns with a child's healthy development. Additionally, LA staff are developing videos to support families to understand how and why to consent to using their insurance to pay for early intervention services, and what to expect if their child is or is not potentially eligible for early intervention. The Arizona ICC has assisted LA staff in the development of these activities which make use of technology to communicate directly with families.

The Child Contract Report, which was successfully implemented as an Accountability Strand activity, also supported Fiscal Strand activities. This report is sent to EIPs weekly to monitor their programs, and includes the necessary insurance information on all children within their EIP to ensure EIPs are making data-driven decisions to improve their consent rates for the use of TPL. Additionally, LA staff also implemented changes within the current data system in October 2016 to ensure EIPs enter consent for insurance information timely and accurately, and are continually analyzing the impact this change has on increasing the use of TPL.

LA staff contracted with Burns & Associates from March 2015 through August 2015, to conduct a market rate survey of TBEIS provider rates. The results of this survey were posted on the AzEIP website in October 2015. The ADES/AzEIP FFY 2016 budget request included an increase from the legislature to address the findings of the market rate survey, but that budget request was not adopted. The Arizona ICC and EIP State Leaders have identified activities to educate the legislature regarding the rate increase.

<sup>33</sup> Arizona Management System: Department of Economic Security Scorecard Reporting to the Governor <https://ams.az.gov/breakthrough-project/azeip-direct-ipp-service-cost-child>

## Data on Implementation and Outcomes

LA staff, with support from national TA representatives from ECTA, DaSy and NCSI, utilized templates to expand on the Arizona TOA<sup>34</sup>, identified specific steps and strategies detailed in the Phase II Arizona Implementation Activities Worksheets<sup>35</sup>, crafted an Arizona Logic Model<sup>36</sup>, and developed timelines and evaluation methods during Phase II of the SSIP<sup>37</sup>. These documents were developed with the intention for all data to be collected and analyzed by LA staff throughout Phase III. The SSIP Evaluation plan comprises three strands, with identified data sources for each measure, a description of baseline data and collection procedures and associated timelines.

Many activity strategies developed for this first year of Phase III, include key measures which support a continued focus on infrastructure improvements in data quality and using data for decision making. LA staff utilized and collected multiple sources of data and information to measure progress in key measures, as described in the Tracking Reports for each strand of the SSIP. LA staff continues to support EIPs in utilizing data for identifying areas for program improvement. Phase II planning included enhancements to reporting capabilities and activities related to the utilization of data for decision-making, and as outlined in the Accountability Strand Tracking Report, those identified activities were effectively implemented as planned in Year 1 of Phase III.

While analyzing the sustainability of the SSIP Phase III activities, LA staff developed strategies to align with ongoing activities. LA staff reconsidered some identified activities and timelines to ensure EIPs and stakeholders are measuring the intended outcomes, and also leveraging current initiatives and partnerships. Accountability improvement strategies were leveraged with ongoing integrated monitoring general supervision activities, which allowed LA staff to make progress on SSIP Phase III implementation and evaluation, while also continuing to analyze compliance data for program improvement through critical integrated monitoring activities.

LA staff prioritized stakeholder engagement during the build iterations of the new data system. A comprehensive Change Management and Communications Plan was developed (see below high-level timeline), and includes all planned communication and activities involved in introducing the new data system. Communication with stakeholders, referral sources, and EIPs is essential in building a data system that meets a variety of needs and supports statewide early childhood initiatives. A Feedback Group was established, consisting of over 75 participants to provide feedback and input on the new data system. LA staff and EIP leaders identified training as an essential activity in ensuring success with this new system, and are currently working on the development of statewide trainings with ADES/DTS and ADES/OPD. LA staff and the Feedback Group are excited to continue collaborating and gathering information on essential build components of the new data system.

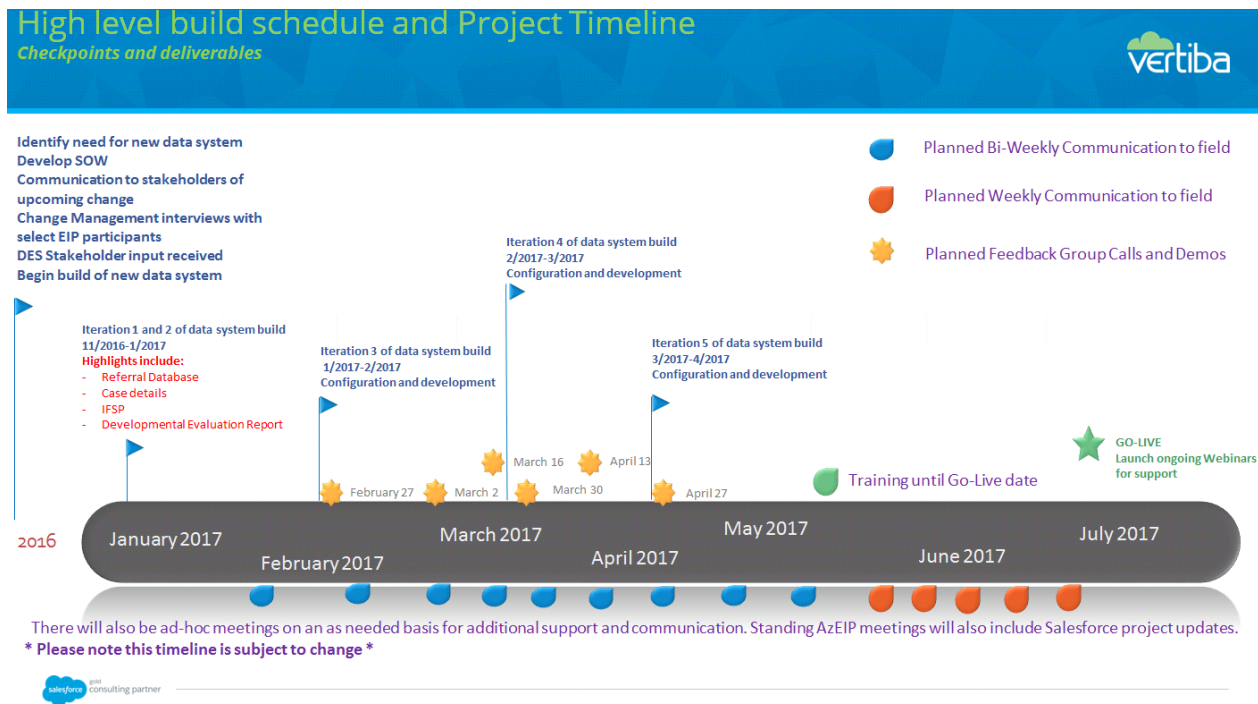
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<sup>34</sup> Appendix 04—Arizona Theory of Action (narrative)

<sup>35</sup> Appendices 09, 10, 11 and 12—Phase II Implementation Activities Worksheets by Strand

<sup>36</sup> Appendix 05—Arizona Logic Model

<sup>37</sup> Phase II SSIP [https://des.az.gov/sites/default/files/media/Arizona\\_SSSIP\\_Phase\\_II.pdf](https://des.az.gov/sites/default/files/media/Arizona_SSSIP_Phase_II.pdf)



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## Demonstrating Progress and SSIP Modifications

LA staff made necessary changes to some evaluation measures, while prioritizing certain implementation activities with stakeholders. This allows for necessary re-prioritization and the continuation in successful measures, to achieve the Arizona SiMR.

As identified in Phase I and Phase II, the Accountability strand was developed to focus on challenges of utilizing data to improve both compliance and results. The Accountability Strand Tracking Report includes baseline compliance and results data<sup>39</sup>. LA staff, EIPs and stakeholders explored the measures that are currently used to evaluate success of the Accountability strand. During stakeholder meetings, active workgroups conducted root-cause analyses on these challenges and identified a lack of knowledge on the importance of accountability and data. The groups also identified the use of data-driven decisions for program improvement was not in place. Many of the initiatives implemented in Phase III have focused on improving these root causes.

Throughout the first year of Phase III, LA staff implemented activities and developed improved structures for providing TA and support surrounding data and compliance. During the Arizona ICC November 2016 meeting, stakeholders identified the implementation of Child Contract reports as a chief measure that resulted in pronounced improvements for EIPs. It was also identified that subsequent to the deployment of the Child Contract Report, there was an increase in the number of reported exit ratings. This has been developed into an activity that has informed meaningful changes, and system

<sup>38</sup> Salesforce High-level build Timeline

<sup>39</sup> Appendix 06—Accountability Evaluation and Implementation Tracking Report (Accountability Strand Tracking Report)

wide improvements. These completed implementation activities resulted in many positive impacts to the program, and increased the use of EBPs, by shifting to a proactive outlook on services and supports.

As part of the Theory of Action (TOA),<sup>40</sup> LA staff and stakeholders identified two main improvement strategies within the SSIP Practices Strand, to scale-up and sustain implementation of EBPs. LA staff committed to providing consistent training and TA on policies, procedures, and practices, to support implementation of EBPs related to TBEIS and social emotional development. LA staff also committed to leverage partnerships with Early Childhood Education (ECE) community partners to support professional development and resource utilization. During Phase II, LA staff explored, and created effective evaluation measures and implementation activities to build off the intended improvement strategies. As part of analyzing data collection methods and measurements during Phase III, LA staff updated some of the previously identified evaluation measures throughout implementation, as activities and data were collected. This ensured that the most appropriate data collection measurements, methods and analysis were implemented, resulting in a more focused plan for LA staff.

As part of progress tracking, LA staff collected multiple sources of information to measure progress regarding the Practices Strand and its impact on scaling-up and sustaining the use of EBPs. Data sources include: APR reporting and monitoring data including Child and Family Outcomes data<sup>41</sup>, training records, fidelity checks and measures, and the DaSy ECTA Center System Framework Self-Assessment.<sup>42</sup> LA staff re-evaluated several measures and reassessed the effectiveness of measures throughout implementation. Some of these measures were changed as LA staff found improved methods to track activities; some were updated to reflect a narrowing of scope to ensure implementation happened as planned.

Some of the key measures updated included those surrounding fidelity checks. As part of implementation activities, LA staff developed and launched Natural Learning Opportunities (NLO), Resource-based Capacity-building (Rb Cb) and Child Outcomes Summary (COS) instructor-led modules.<sup>43</sup> Upon launch, these trainings received positive responses from participants, and data are continually collected to assess the acquisition of their knowledge as a result of the trainings. Due to significant stakeholder feedback, LA staff developed the NLO Supervisors training, to further support EIP supervisors in reviewing IFSPs based on the Mission and Key Principles and an NLO IFSP rubric. Many supervisors reported the training was helpful in learning about a fidelity measure to use with their providers.

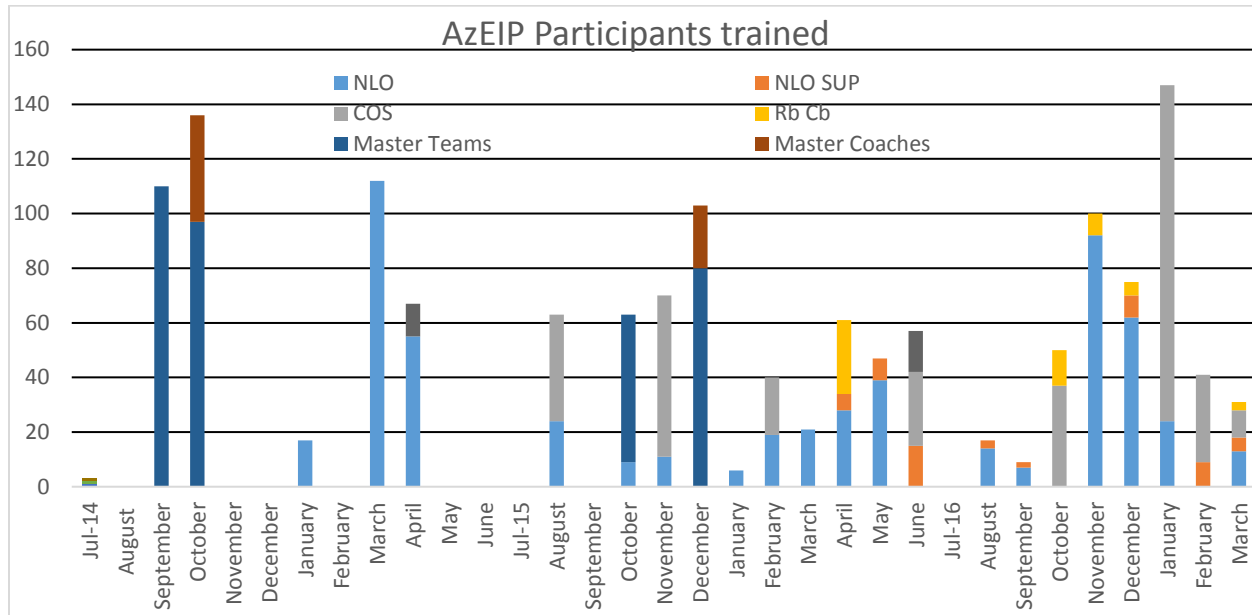
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<sup>40</sup> Appendix 04—Arizona Theory of Action (narrative)

<sup>41</sup> Indicators 3 and 4.

<sup>42</sup> System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs (System Framework). Early Childhood TA Center. (2014). A System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs. Retrieved from <http://ectacenter.org/sysframework>.

<sup>43</sup> Appendix 01—Glossary of Terms



In other areas, LA staff recognized a need to narrow the scope of measurements, mainly due to the limitations of readily-available data. This is most evident in the proposed measurements surrounding IFSP document sampling, regarding strategies for children enrolled in the Arizona Long Term Care System (DDD/ALTCS). Upon reflection, these measures were identified during Phase II when the implementation teams expected to have access to this information on a regular basis. Despite LA staff's inability to gather those specific measures, plans are underway for the new data system to allow for additional fields in order to gather and analyze this data in a more streamlined manner in subsequent years of Phase III.

As evaluation on implementation and tracking began, there were areas in which LA staff found some redundancy. This was an opportunity to streamline data collection, to capture progress for multiple measures. For instance, much of the practices strand implementation activities focused on training and professional development as a major infrastructure development component of SSIP implementation. LA staff successfully worked with FIPP to provide the Master Teams and Master Coaches Institutes; and with local state agencies to leverage current trainings and resources to support EI professionals. As a part of the new data system development, LA staff is exploring ways to improve assessing Professional Development (PD) progress. This is intended to streamline collection measures, as identified in the Practices Strand Tracking Report.

Arizona has made significant progress in SSIP implementation and key measures. Notably, much of the first year of implementation of Phase III focused on infrastructure development. In order to scale-up implementation and sustainability of EBPs, TBEIS providers needed to be knowledgeable about EBPs and be supported by local and state leadership in this implementation. Some of the major successes of the first year are the development, piloting and implementation of components of the Standards of Practices modules. During Phase III there were four major training initiatives reflected in data and infrastructure improvements; NLO, NLO supervisors, Rb Cb, and COS modules.



Training	Pilot date	Number trained since launch
Child Outcomes Summary Modules	August 2015	262
Resource-based Capacity-building	April 2016	97
Natural Learning Opportunities	January 2015	596*
Natural Learning Opportunities for Supervisors	August 2015	51

*\*Some participants attended more than one session to ensure successful completion of module, or as a requested refresher course*

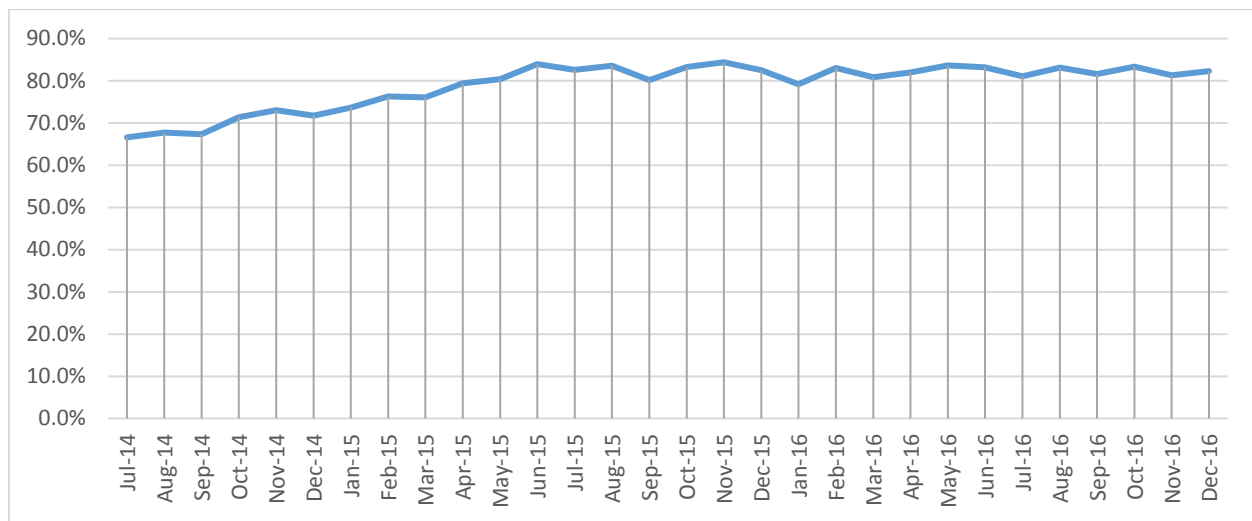
Though several trainings identified as part of the SOP courses (NLO, Rb Cb, and COS) have been successfully piloted and implemented, there are remaining challenges with launching all identified SOP courses. Namely, there have been internal staffing changes within AzEIP resulting in delayed timelines with launching the e-learning modules, as well as additional activities to ensure tracking and completion<sup>44</sup>. Despite these delays, LA staff and the AzEIP trainer continue to collaborate with colleagues at OPD and provide the available trainings statewide. Much of the groundwork has been completed for SOP launch and LA staff are partnering with DDD to enlist their curriculum designer to revisit course materials for the SOP and continue development of all modules. LA staff is confident that this will allow for improved implementation and stakeholder commitment to ensure success. LA staff received feedback regarding materials available for EIP providers to share with community partners and families regarding EBPs. As a result, LA staff added an important activity to the Practices Strand, which is the creation of a comprehensive video library highlighting important aspects of AzEIP and TBEIS.

LA staff recognized the need for additional support to use data to improve the program's fiscal outlook and have applied for a Pay for Success Technical Assistance Grant. If awarded, LA staff will leverage this support, primarily focused on identifying appropriate data elements and business intelligence needed to demonstrate that the shift to efficiently and effectively implementing TBEIS and other EBPs has a positive impact on child health and education outcomes. Collaboration with stakeholders and other state agencies, including ADHS, AHCCCS, and ADE, is at the core of this, and related initiatives and priorities. Streamlining services and strategies amongst multiple state agencies and community partners is a major priority for the state.

Due to the lack of time stamping of data within the current I-TEAMS data system it is challenging, and a somewhat manual process, to determine certain data elements over time. Though DDD eligibility determination requests are automated, determinations cannot be made without paper documentation submissions, as a result determining DDD eligibility in a coordinated and timely manner remains an outstanding issue. The new cloud-based data system will allow for uploading documents and is expected to further improve this process.

<sup>44</sup> Appendix 07—Practices Evaluation and Implementation Tracking Report

## Percentage of Families Consenting to Utilize Insurance



In April 2015, LA staff required EIPs to send a copy of all consents to share PII/bill insurance forms to the state office. LA staff ensured that the data were entered into the data system, and analyzed the reasons families gave for not consenting to share PII/bill insurance. This allowed LA staff to track and trend the percent of families consenting to share their PII to enable billing of their insurance for early intervention services. This information was used to coach EIPs on properly explaining the process. Beginning March 2016, LA staff analyzed data related to TPL billings for therapy charges for AHCCCS-enrolled children. This process enabled LA staff to determine the baseline for TPL billings, and to identify methods to support EIPs to increase the percentage of therapy service costs offset by TPL payments.

## Data Quality Issues

During the evaluation process of the SSIP, LA staff has spent considerable time working on data quality issues and concerns. Due to the necessary improvements the current data system requires, AzEIP is at risk of inefficiently measuring the impact of implemented activities. This has prevented LA staff in effectively identifying the necessary technical assistance and training opportunities that can have a beneficial impact in achieving the SiMR. EIPs are unable to easily access their data to perform data analysis. This results in a barrier for some EIPs to determine the necessary steps to improve implementation of EBPs with fidelity.

During the last reporting period, Federal Fiscal Year 2015 (FFY 15), LA staff implemented a pilot with a third of the EIPs working to further engage families to provide feedback on the Family Survey. The pilot sites, representing multiple counties in urban and rural areas, were given information regarding the pilot with handouts to distribute to families stating the importance of the survey and how AzEIP uses the data. This pilot increased the return rate by 43 percent over the previous year.

With this increase however, LA staff identified the continued need for a data system and tracking methods to continue to increase the gains made in this approach. Additionally, as SSIP planning and implementation unfolds LA staff recognize some gaps in available data to implement to full capacity. Our current data system is lacking major components including: supporting programs to track practitioner fidelity to practice, identifying needs for technical assistance or training, and connecting implementation strategies to child and family outcomes data. AzEIP's challenge will be measuring the progress of program implementation, where programs found success so that those procedures can be replicated, and in supporting programs in consistent and reliable data regarding family feedback.

As evidenced by the data reported in the FFY 2015 SPP/APR submitted to OSEP on February 1, 2017, all EIPs have demonstrated improved data quality for Indicator Three. These improvements, accomplished through the activities identified in the Accountability and Practices Strands demonstrate that focused attention gets results. The number of children for whom entry and exit ratings were reported when the child exited early intervention after six months or more of services, increased significantly. Additionally, the number of children for whom the ratings were completed in partnership between the family, service coordinator, and IFSP team members using available information about the child's present levels of development increased as well.

During the infrastructure analysis phase of the SSIP, stakeholders and LA staff recognized the need for additional training on developmental screening and the need to support referral sources to recognize when a child may be more likely to be eligible for a community partner program. Accessing reliable data on a regular basis is necessary to increase opportunities for partnership with community partners, and identifying streamlined pathways for families needing support within the statewide system.

Data quality improvement has been a driving factor in all three strands of the SSIP. Though there have been limitations in the current data system, including the ability to collect and share data efficiently, this has not prevented LA staff from completing multiple improvements to the current system and developing new reports to support decision-making. Data quality concerns led to the decision to pursue a new data system. With information gathered from SSIP evaluation data, stakeholder feedback, and with support from ADES leadership, LA staff is diligently working to ensure the new data system does not suffer from the same limitations as those identified within the old data system.

## **Data Limitations**

LA staff acknowledged the need for a reliable and efficient way to measure timely and accurate data and explored ways to streamline gathering this data. After thorough investigation, I-TEAMS was not able to run reports with time and date stamp capabilities. Given the data system limitations, LA staff gathered feedback from EIP leaders regarding current reports, and subsequently developed the Child Contract Report to capture compliance data. This report is sent to EIPS weekly, and has had a significant impact on data quality improvements. LA staff continues to work with DTS on the development of a dynamic report for EIPs to further analyze their data, using tableau, a data reporting software solution.

There has been an increase in timely data entry, but missing or incorrect data entry continues to be a root cause of compliance concerns for EIPs. Many activities have been implemented to address this concern, and there is evidence of improvements. LA staff plan to analyze the impact of the new data system and its enhanced reporting capabilities, on progress towards increasing compliance, as well as reaching the Arizona SiMR.

## Progress Toward Achieving Intended Improvements

Collaboration among state agencies is critical to a successful statewide system of supports. Throughout the past several years, a main focus of AzEIP has been collaboration, coordination and communication with our many state and community partners, to ensure a systemic approach to address critical issues with our shared population. The interagency nature of AzEIP creates partnerships between AzEIP, DDD, ASDB, ADHS, ADE, and AHCCCS. The collective focus is to streamline efforts to improve outcomes for all Arizonans.

LA staff met with the Arizona Interagency Coordinating Council (Arizona ICC) to review, the FFY 2013 statewide COS data and set targets during the January 2015, ICC meeting in preparation for Phase I of the SSIP. LA staff and Stakeholders identified data quality issues, as well as an anticipated “implementation dip,” as EIP practitioners improve their ability to determine ratings with improved reliability. However, when LA staff and Stakeholders reviewed the data again in August 2016, they agreed that the targets should be revised given the improved data quality.

As the data below illustrate, LA staff, EIPs and EIP practitioners continued to increase the percentage of children for whom ratings can be reported, to increase the number of entry and exit indicators recorded in the AzEIP data system. The number of entry and exit indicators recorded in FFY 2015 for SS1 of Outcome A, in the SiMR regions, continued to increase over the previous years. SiMR regions, with support from LA staff, have exceeded the FFY 2015 target by over four percent as compared with statewide data.

SiMR Data	2013	2014	2015	2016	2017	2018
Target SS1	65.00%	65.00%	<del>65.50%</del> 72.01%	<del>65.60%</del> 72.01%	<del>70.00%</del> 72.01%	<del>74.00%</del> 72.74%
SiMR Region Subset Data %	77.80%	68.90%	76.2%			
Statewide %	71.73%	72.01%	72.5%			
SiMR Region Numerator/Denominator	70/90	202/293	464/609			
Statewide Numerator/Denominator	675/941	1433/1990	1873/2584			

Prior to FFY 2013, AzEIP historically reported on fewer than 20 percent of all children exiting during any particular year. AzEIP reported on more than 50 percent of children exiting for the first time in FFY

2014. For FFY 2015, AzEIP is reporting on 68 percent of all children exiting. In fact, of the children who were enrolled in early intervention with an IFSP for 6 months or longer, Arizona is reporting on 89 percent of those children. This represents a significant increase in data quality. As a result, LA staff met with Stakeholders during multiple Arizona ICC meetings to review the data.

With stakeholder input, targets were reset based on analysis of FFY 2013, 2014, and 2015 data to identify statistically significant targets. LA staff utilized the meaningful differences calculator developed by the DaSy Center to accomplish this task. Targets for FFY 2015 through FFY 2017 are held stable while additional data quality efforts, including training on the COS and program Improvements through the SSIP, are still underway. As a result of these efforts, targets for A1, A2 and C2 have been reset based on the increased quantity and quality of data being reported for this indicator. The new targets support more appropriate goals for the children in the State of Arizona. The targets for FFY 2018 represent a meaningful change from baseline.

During this time national technical assistance center staff from the DaSy Center, ECTA Center and NCSI supported LA staff on webinar calls to use pivot tables to analyze and prepare the data for meetings with Stakeholders. In August 2016, DaSy Center staff participated on-site in a Summer SiMR Summit to support stakeholders to gain a deeper understanding of the data and how to use it to inform their decision-making. Now, EIPs have the opportunity to identify gaps in reporting within their local programs. ECTA Center staff provided a PowerPoint presentation on the Division for Exceptional Children Recommended Practices (DEC RPs) to assist LA staff to showcase available just-in time technical assistance products to assist SiMR regions to implement EBPs with families and their young children with disabilities.

## Plans for Next Year

To accomplish the identified Arizona SiMR, LA staff intend to continue supporting EIPs to increase fidelity to TBEIS, and support teams to concurrently improve the social emotional growth of all eligible children served in identified SiMR regions. LA staff will continue developing and finalizing the Standards of Practice trainings, as well as support SiMR regions to use the DEC RPs. Much of the groundwork has been completed regarding the increased use of data for focused TA, and an increase in Fidelity Measures used by EIPs. The next step for LA staff will be to analyze this data and plan for further implementation activities.

LA staff successfully and effectively engaged numerous stakeholders throughout the implementation of the SSIP to date, and collaborated with community partners current stakeholder initiatives. This collaboration has enabled LA staff to leverage statewide professional development initiatives, directly supporting our SSIP Practices strand. LA staff will continue implementing multiple methods of engaging and interacting with stakeholders throughout the duration of Phase III, and look forward to continuing to build upon those relationships to ultimately strengthen statewide partnerships and achieve Arizona's SiMR.

LA staff is prioritizing the development of the new data system. The new data system will allow the addition of new implementation activities, which will improve the ability to collect individual child and family outcomes and connect those outcomes to the services on the IFSP for further analysis of results data. Using the new data system in this manner, will effectively shift focus to scaling-up implementation of EBPs with fidelity. LA staff looks forward to increasing data-driven decisions and analyzing the effectiveness and quality of services and supports provided to children and families.

LA staff is working with ECE partners on the possibility of developing a statewide system like Help Me Grow, to assist with connecting families of children with mild or moderate delays with appropriate community supports. LA staff submitted, with ADHS partners for an Early Hearing Detection and Intervention grant from the Centers for Disease Control to support use of data to assist with collaboration between the two agencies. Additionally, LA staff is working with the ADES Office of Procurement to assess the feasibility to implement Performance Based Contracts when new TBEIS contracts are established in 2018.

LA staff will track activities within the Tracking Reports for each of the three strands, and make necessary adjustments when needed. LA staff will continue to access and utilize all available resources, including TA from ECPC, the ECTA Center, the DaSy Center, NCSI and IDC. The completion of all identified activities to achieve the Arizona SiMR will remain a core focus.